

## Georgetown Middle

2400 Anthuan Maybank Drive  
Georgetown, South Carolina 29440

**Grades** 6-8 Middle School

**Enrollment** 866 Students

**Principal** Rosemary D. Gray 843-527-4495

**Superintendent** Dr. H. Randall Dozier 843-436-7000

**Board Chair** Mr. Joe M. Crosby 843-436-7000

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

## ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	1	5	34	5

## IMPROVEMENT RATING

UNSATISFACTORY

## ADEQUATE YEARLY PROGRESS

NO

This school met 12 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2003</b>	Average	Unsatisfactory	No
<b>2004</b>	Average	Below Average	No
<b>2005</b>	Below Average	Unsatisfactory	No
<b>2006</b>	Below Average	Unsatisfactory	No

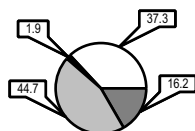
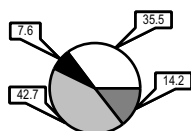
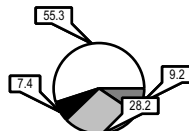
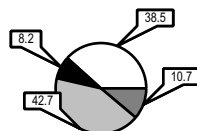
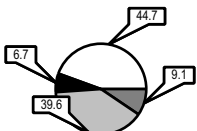
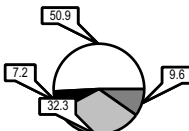
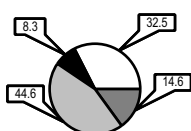
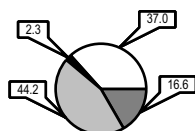
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

97.5%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Middle Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**END OF COURSE TESTS**

Percent of students scoring 70 or above on:

	<b>Our School</b>	<b>Middle Schools with Students Like Ours</b>
<b>Algebra 1/Math for the Technologies 2</b>	96.9	95.8
<b>English 1</b>	86.2	91.6
<b>Biology 1/Applied Biology 2</b>	N/A	55.9
<b>Physical Science</b>	N/A	43.6
<b>All Subjects</b>	91.5	93.0

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	843	99.8	37.2	44.5	16.1	2.1	26.9	No	Yes
<b>Gender</b>									
Male	431	99.5	45.1	42.9	10.2	1.7	22.2	N/A	N/A
Female	412	100.0	29.2	46.2	22.1	2.5	31.7	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	351	99.7	23.8	49.4	23.2	3.6	37.5	Yes	Yes
African American	464	99.8	46.9	41.4	10.8	0.9	19.0	No	Yes
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	25	100.0	57.9	31.6	5.3	5.3	15.8	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	673	99.7	26.3	51.9	19.5	2.3	32.2	N/A	N/A
Disabled	170	100.0	83.0	13.7	2.0	1.3	4.6	No	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	843	99.8	37.2	44.5	16.1	2.1	26.9	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	20	100.0	71.4	21.4	7.1	0.0	7.1	I/S	I/S
Non-Limited English Proficient	823	99.8	36.6	44.9	16.3	2.2	27.3	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	552	99.6	46.2	42.3	10.6	1.0	19.2	No	Yes
Full-pay meals	291	100.0	21.1	48.6	26.1	4.2	40.8	N/A	N/A

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	842	99.5	35.3	42.9	14.1	7.7	33.5	No	Yes
<b>Gender</b>									
Male	430	99.1	39.6	39.3	13.0	8.0	32.3	N/A	N/A
Female	412	100.0	31.0	46.4	15.2	7.4	34.8	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	351	99.7	24.1	41.7	20.8	13.4	49.7	Yes	Yes
African American	463	99.4	43.7	44.1	9.4	2.8	21.4	No	Yes
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	25	100.0	47.4	36.8	0.0	15.8	21.1	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	673	99.7	24.0	49.5	17.1	9.3	40.3	N/A	N/A
Disabled	169	98.8	83.4	14.6	1.3	0.7	4.6	No	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	842	99.5	35.3	42.9	14.1	7.7	33.5	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	20	100.0	50.0	35.7	0.0	14.3	14.3	I/S	I/S
Non-Limited English Proficient	822	99.5	35.0	43.0	14.4	7.6	33.9	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	551	99.3	40.5	44.6	11.6	3.3	25.9	No	Yes
Full-pay meals	291	100.0	26.1	39.8	18.7	15.5	47.2	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	842	99.3	54.9	28.2	9.2	7.7	16.9
<b>Gender</b>							
Male	430	99.1	54.8	26.9	9.0	9.3	18.3
Female	412	99.5	55.1	29.4	9.4	6.1	15.5
<b>Racial/Ethnic Group</b>							
White	351	99.1	37.9	33.7	13.4	14.9	28.4
African American	463	99.4	68.5	23.4	6.0	2.1	8.0
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	25	100.0	52.6	31.6	5.3	10.5	15.8
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	673	99.3	48.7	31.5	11.1	8.7	19.8
Disabled	169	99.4	81.5	13.9	1.3	3.3	4.6
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	842	99.3	54.9	28.2	9.2	7.7	16.9
<b>English Proficiency</b>							
Limited English Proficient	20	100.0	57.1	35.7	7.1	0.0	7.1
Non-Limited English Proficient	822	99.3	54.9	28.0	9.3	7.8	17.1
<b>Socio-Economic Status</b>							
Subsidized meals	551	99.1	64.2	25.4	7.9	2.6	10.4
Full-pay meals	291	99.7	38.4	33.1	11.6	16.9	28.5

<b>Social Studies</b>							
All Students	841	99.3	38.4	42.6	10.9	8.1	19.0
<b>Gender</b>							
Male	429	99.1	38.9	39.4	12.3	9.3	21.6
Female	412	99.5	37.9	45.8	9.4	6.9	16.3
<b>Racial/Ethnic Group</b>							
White	351	99.4	26.8	42.9	15.8	14.6	30.4
African American	462	99.1	47.1	43.0	6.9	3.0	9.9
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	25	100.0	52.6	31.6	10.5	5.3	15.8
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	673	99.6	30.1	47.7	12.5	9.8	22.3
Disabled	168	98.2	74.5	20.8	4.0	0.7	4.7
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	841	99.3	38.4	42.6	10.9	8.1	19.0
<b>English Proficiency</b>							
Limited English Proficient	20	100.0	64.3	14.3	14.3	7.1	21.4
Non-Limited English Proficient	821	99.3	38.0	43.1	10.8	8.1	18.9
<b>Socio-Economic Status</b>							
Subsidized meals	550	99.1	45.0	43.2	6.9	4.9	11.8
Full-pay meals	291	99.7	26.8	41.5	18.0	13.7	31.7

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	291	100.0	35.7	44.2	16.7	3.3	20.1
	7	290	100.0	39.6	48.7	11.4	0.4	11.7
	8	301	99.3	33.6	46.9	15.5	4.0	19.5
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	279	99.3	39.7	39.3	17.6	3.4	21.0
	7	288	100.0	34.1	45.8	18.7	1.5	20.1
	8	276	100.0	38.1	48.5	11.9	1.5	13.5
<b>Mathematics</b>								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	291	100.0	19.7	48.3	21.6	10.4	32.0
	7	290	100.0	29.3	49.5	11.7	9.5	21.2
	8	301	99.7	43.5	43.5	8.3	4.7	12.9
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	279	98.9	24.5	44.4	21.1	10.0	31.0
	7	287	99.7	30.1	43.8	16.2	9.9	26.1
	8	276	100.0	51.5	40.4	5.0	3.1	8.1
<b>Science</b>								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	291	100.0	49.1	30.5	11.2	9.3	20.4
	7	291	99.7	42.6	39.3	8.8	9.2	18.0
	8	301	99.7	53.6	33.1	8.3	5.0	13.3
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	279	98.9	62.8	23.4	8.0	5.7	13.8
	7	288	99.3	46.5	27.1	13.6	12.8	26.4
	8	275	99.6	55.8	34.1	5.8	4.3	10.1
<b>Social Studies</b>								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	291	100.0	32.3	36.8	15.6	15.2	30.9
	7	290	99.7	46.3	41.2	7.4	5.1	12.5
	8	301	99.7	39.9	41.0	10.4	8.6	19.1
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	279	99.3	26.7	46.6	14.1	12.6	26.7
	7	287	99.7	46.5	37.4	8.1	8.1	16.1
	8	275	98.9	41.8	44.1	10.5	3.5	14.1

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Middle Schools with Students Like Ours</b>	<b>Median Middle School</b>
<b>Students (n= 866)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	11.5%	Down from 14.4%	13.3%	16.7%
Retention rate	2.4%	Down from 3.6%	2.9%	2.5%
Attendance rate	95.5%	Up from 95.4%	95.7%	96.0%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 11.8%	1.1%	0.9%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 10.7%	1.1%	1.0%
Eligible for gifted and talented	20.9%	Down from 22.0%	12.8%	15.6%
On academic plans	0.0%	N/AV	51.4%	39.9%
On academic probation	0.0%	N/AV	0.7%	0.7%
With disabilities other than speech	18.8%	Up from 17.7%	13.1%	12.4%
Older than usual for grade	6.8%	Down from 8.9%	6.6%	4.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.9%	Up from 0.7%	0.8%	0.9%
Annual dropout rate	0.0%	Down from 0.2%	0.0%	0.0%
<b>Teachers (n= 57)</b>				
Teachers with advanced degrees	54.4%	Down from 56.1%	50.0%	52.4%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	7.7%	N/A	9.4%	9.1%
Teachers with emergency or provisional certificates	1.9%	Down from 7.4%	7.0%	5.6%
Teachers returning from previous year	85.4%	Up from 83.8%	82.3%	84.6%
Teacher attendance rate	92.9%	Down from 94.1%	94.9%	94.8%
Average teacher salary	\$45,826	Up 4.2%	\$41,228	\$42,267
Prof. development days/teacher	7.0 days	Down from 8.8 days	11.7 days	11.9 days
<b>School</b>				
Principal's years at school	1.0	No change	3.0	3.0
Student-teacher ratio in core subjects	21.5 to 1	Down from 22.5 to 1	20.3 to 1	21.1 to 1
Prime instructional time	87.0%	Down from 88.1%	88.8%	89.0%
Dollars spent per pupil*	\$6,473	Up 5.4%	\$6,076	\$6,243
Percent of expenditures for teacher salaries*	61.5%	Down from 63.0%	61.1%	59.8%
Percent of expenditures for instruction*	67.2%		65.0%	65.2%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	98.3%	Down from 99.0%	96.4%	97.4%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	Up from Average	Good	Good

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	11.3%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	7.2%	10.2%
	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

\*or greater than last year

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

The mission of Georgetown Middle School is to provide students with opportunities to be successful and responsible in an ever-changing society. As in any effective school, there must be a strong commitment to high achievement and excellence.

It is our belief that all members of the community must be life-long learners in order for the community to remain healthy and to continue to grow. We believe that all children can learn, and they will rise to the level that teachers and parents expect them to. Our teachers have high expectations for all Georgetown Middle School students, regardless of their current achievement levels or any learning challenges they may have. Our teachers strive to develop independent, critical thinkers who display positive character traits of good citizenship.

Georgetown Middle School students are engaged in activities such as band, piano, chorus, and art that promote not only higher order thinking, but also an appreciation for the arts, and an appreciation of diversity.

Our students and parents have a high awareness of the importance of the state of South Carolina's standardized tests. PACT and MAP results are utilized to assist teachers in planning teaching strategies for quality and appropriate instruction. All students are invited and encouraged to attend after-school PACT enrichment sessions that are offered three afternoons each week. Students are tutored in their respective grade levels in math and language arts. Transportation is offered for each student as well. Our MAP Wall of Fame, which is displayed on our main hall, recognizes those students who have improved their MAP scores (from previous testing sessions) over the course of the school year.

Athletics play an important role in our students' lives. Students have the opportunity to participate in a variety of sports. They are offered football, basketball, baseball, softball, soccer, cheerleading, track, wrestling, and volleyball.

This year we expanded the Character Education program to include more incentives for students who display good behavior and make good decisions. In conjunction with our business partner, Georgetown Memorial Hospital, and our PTO, we were able to recognize and reward those students.

One of the correlates of an effective school is a safe and orderly environment. Without a safe and orderly environment, quality instruction and learning cannot occur. One of the main goals of Georgetown Middle School's administration is to ensure that parents, students, and teachers feel confident in the fact that their school is safe.

Our objective is for all students to have a positive experience and to become excited about learning as a result of having attended Georgetown Middle School. We want our students to be equipped with the essential tools to establish and maintain healthy and responsible relationships, enhance their self-confidence, and develop positive attitudes toward learning, toward the adults in their lives, and toward life in general.

Rosemary Gray, Principal

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	41	242	112
Percent satisfied with learning environment	85.4%	74.3%	77.1%
Percent satisfied with social and physical environment	95.1%	76.6%	63.3%
Percent satisfied with school-home relations	65.0%	77.9%	78.4%

\*Only students at the highest middle school grade level at this school and their parents were included.